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ABSTRACT

The purpose of this annotated bibliography is twofold: (1) to identify which educational and library science literature deals with the learning needs of college students in libraries, and (2) to identify the extent to which library services have been integrated into the educational objectives and learning practices of Canadian community colleges. The bibliography, which lists sources published primarily since 1980, is derived from online searches of the ERIC, "Library Literature," CIJE and "Psychlit" databases, and includes selected references in postsecondary education. The bibliography builds on the historical development of college libraries as being the center of the instructional process. It identifies literature about the nature of college learners; teaching and teaching styles; the psychological needs of learners within the library context; library literacy and information seeking skills as learning processes; and the relationship of critical thinking to bibliographic instruction. Key references discussing faculty-library relationships are highlighted. Specifically excluded from the bibliography are methodological articles, manuals, handbooks, works about the academic status of librarians, library science textbooks, collections of studies not linked to academic achievement or learning goals, and articles dealing with professional schools such as law, medicine, or business. (SD)

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STUDENT LEARNING AND THE COLLEGE LIBRARY;

AN ANNOTATED BIBLIOGRAPHY

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ABSTRACT

This annotated bibliography was produced in an effort to determine the extent to which library science has identified the educational and cognitive value of library use in Canadian community colleges and the extent to which this research is reflected in the discipline of postsecondary education as reflected in the literatures of the two disciplines in the 1980's.

The bibliography is derived from an online search of the *Eric, Library Literature, and Psychlit* databases and selected references in postsecondary education.

The bibliography builds on the historical development of college libraries as being the center of the instructional/ process. It identifies literature on the nature of college learners, teaching and teaching styles; the psychological needs of learners within the library context, library-literacy and information-seeking skills as learning processes and the relationship of critical thinking to bibliographic instruction. Some key references discussing faculty-librarian relationships are highlighted.

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STUDENT LEARNING AND THE LIBRARY;AN ANNOTATED BIBLIOGRAPHY

The purpose of this bibliography is twofold:

- to identify the extent to which educational and library science literature deals with the learning needs of college students in libraries.

- to identify the extent to which library services have been integrated into the educational objectives and learning practices of colleges.

The bibliography deals primarily with sources published since 1980 although a few sources prior to 1980 are included if they are frequently cited and contribute to the design of this paper. Two excellent retrospective sources are available for reviews of research prior to 1980: Hardesty et al *User instruction in academic libraries; a century of selected readings* (1986) and Young, A.P. and Brennan, E.B. *Bibliographic instruction; a review of research and applications* (1974).

References were obtained through online searches of *Library Literature, ERIC and CIJE and PSYCLIT.*

The criteria used for inclusion into this bibliography are:

- research studies, reviews of literature

- evaluation of previous research studies or reviews

- advocacy articles which indicate innovative or emergent trends in library policy or practice

- major contributions to conferences or seminars

- publication of articles on this topic in any non-library science publication

Specifically excluded are thousands of methodological articles (especially on bibliographic instruction), manuals, handbooks, academic status of librarians, library science textbooks, collection use studies not linked to academic achievement or learning goals, and a considerable number of articles (some research oriented), dealing with professional schools such as law, medicine and business.

Some articles relating to school, university and public libraries have been included if they have relevance to adult learners or undergraduate studies. (The bibliography shows that there is a

limited amount of scholarly, research articles on community college libraries and educational and learning goals within community colleges per se).

Although the original intent was to focus on the adult learner, I decided to broaden the topic to include pre-adults in colleges for two reasons: the total amount of references on adult learners and academic libraries was 23 and there is a growing consensus that pre-adults in postesecondary institutions should be taught with andragogical principles in mind. For this reason, I have also included some basic references to andragogy with library implications.

BIBLIOGRAPHY

Educational Goals and Library Integration

Historical (to 1979)

Hardesty, Larry L.,Schmitt, John P., and Tucker, John M. (Comps.). (1986). User Instruction in Academic Libraries; a century of selected readings. New Jersey : Scarecrow Press.

Several selections in this book describe historical attempts to define the college library as the heart of the college and fully integrated with classroom teaching. See especially, Justin Winsor, *College Libraries as Aids to Instruction* and Robinson, Otis Hall,*College Libraries as Aids to Instruction* (1880) reprinted from Circulars of information from the Bureau ofEducation: No. 1- 1880, pp.7-14. Washington, D.C.: United States Government Printing Office. Dewey, Melvil, *The Relation of the Colleges to the Modern Library Movement*(1891) reprinted from Proceedings of the Second Annual Convention of the College Association of the Middle States and Maryland, pp.78-83. Philadelphia: Globe Printing Co. Shores, Louis, *The Library Arts College, a possibility in 1954?* (1935) reprinted from School and Society 41 (26 January) pp. 110-114 and Branscomb, Harvie, *Bridging the gap* (1940) excerpts of which were printed in Bulletin of the Association of American Colleges (1939), Peabody reflector (1942) and The Development of University Centers in the South Nashville (1942).

Kennedy, James R. (1970). Integrated library instruction. Library Journal, 95 (8), pp.1450-1453.

Since the 1960's Earlham College has continued to present a fine example of active involvement of the library in the educational process. Kennedy, a reference librarian at Earlham

discusses the factors which contirbute to this success- one of the key factors being an educational climate which encourages active library use throughout the college with strong faculty - librarian rapport.

Knapp, Patricia B. (1959). College Teaching and the College Library. (ACRL monograph, no. 23). Chicago: American Library Association.

Report of a research project at Knox College, Illinois, 1954, designed to discover what the college library contributes to the education of the student. The study showed that a very small percentage of students (less than 20 %) accounted for less than half of the borrowing, that borrowing was almost exclusively stimulated by course work and that less than 25 % of the courses accounted for 90 % of the total circulation. Since some of the colleges' educational objectives required the use of the library, the study concluded that these educational objectives were not implemented across the curriculum.

Knapp, Patricia B. (1966). Monteith College Library Experiment. New Jersey: Scarecrow Press.

A seminal work which uses anthropological and sociological methods to analyze the results of the implementation of an experimental library-college concept at Wayne State University with the objective of integrating problem-solving techniques into undergraduate use of the academic library over a two year period. Although many of the principles were not successful, the reasons for failure are well-documented and continuously used in library theory and research designs.

Young, Arthur P. and Brennan, Exir B. (1978). Bibliographic instruction: a review of research and applications. In John Lubans, Jr. (Ed.) Progress in Educating the Library User (pp.13-28). New York: Bowker.

Young and Brennan examine the literature on bibliographic instruction from 1971 - 1977, point to an improvement in research techniques which attempt to evaluate the effectiveness of this instruction but suggest that librarians have been "preaching to the converted" and have not succeeded in convincing educators of the effectiveness or value of this instruction. A bibliography of 55 items is appended.

Recent Studies

Ayres, O. Whitfield and Bennett, Ronald W. (1981). University characteristics and student achievement. Columbia: South Carolina University. (ERIC Document Reproduction Service No. ED224356).

Education students in 15 North Carolina institutes were surveyed and achievement scores were correlated to faculty characteristics, library facilities, age and size of the institution, student body attributes,curriculum, and financial resources. The highest correlations were related to faculty characteristics and prior educational background (student body attributes). Library resources were third.

Benson, Stanley H. (1984). The library's status in undergraduate instruction: far from the heart of things. In Dodson, Suzanne and Menges, Gary. (Eds.). Academic libraries: myths and realities; proceedings of the Third National Conference of the ACRL, Seattle, April,1984,pp.215-221.

Reviews the history of libraries in higher education and concludes that the library never has been the heart of undergraduate instruction. Research institutions brought tremendous growth to research collections but never did place a high emphasis on undergraduate libraries. To improve this situation, the library must not only effect a closer identification with the faculty and the instructional programs but must also develop stronger relationships with the administration.

Boyer, Ernest. (Ed.). (1987). College: the undergraduate experience. New York: Harper.

Funded by the Carnegie Foundation for the Advancement of Teaching, this report criticizes the quality of undergraduate education in the United States and cites the lack of use of campus libraries by students. The report recommends more support for book purchases with a minimum of 5% of the college's operating budget going towards libraries, that bibliographic instruction be given to all students with students encouraged to spend as much time in libraries as they do in class, cooperation with school and public libraries to help strengthen library holdings and that colleges promote the "culture of the book" through promotional activities.

Brandehoff, Susan E. (1987). A meeting of minds. American Libraries, 18, (6), 443-445.

Sponsored by the Columbia University School of LIbrary Science, this unique symposium of academic administrators, scholars and librarians met to consider together the library's role in reforming higher education in the United States. Four important themes emerged of significance to college libraries: Libraries have a unique and extremely important role in the educational mission of institutions of higher education and should be equal partners with faculty and administration. Information literacy must be a product of any undergraduate's education and libraries are the logical place to co-ordinate this teaching. Library goals must approximate institutional goals more closely if they are to be given higher priority in institutional planning. Academic libraries must co-operate with school and public libraries in "promoting the culture of the book".

Breivik, Patricia Senn. (1987, July/Aug.) Making the most of libraries in the search for academic excellence. Change, 44-52.

Breivik reviews the results of the library use survey in Boyer's *College: the undergraduate experience* and the recommendations of the first national symposium on *Libraries and the Search for Academic Excellence.* Following this discussion, she describes the operation of four unique libraries and their attempts to participate in the educational goals of their parent institutions. The libraries highlighted are: Auraria Library, University of Colorado; St. Louis Community College, Missouri; Lilly Library, Earlham College and the University Library, University of California, Berkeley.

Breivik, Patricia Senn. (1986, Winter). Library-based learning in an information society. New Directions for Higher Education. 14,(56), 47-55.

The average academic library holds great opportunity for quality non-classroom learning that can benefit students, faculty, alumni, local business and the community. Major detriments to such learning are limited perceptions of libraries and librarians by campus administrators and the classroom faculty. To change this situation, traditional curriculum planning avenues must be used so that library based learning becomes assimilated into overall efforts to offer quality education for the information age.

Breivik, Patricia Senn and Wedgeworth, Robert. (1988). Libraries and the Search for Academic Excellence. New Jersey: Scarecrow.

The published proceedings of the first national symposium on academic excellence and libraries hosted by Columbia University's School of Library Science and attended by 72 persons including higher education faculty and administrators. The publication includes the ten papers which were commissioned for the symposium as well as introductory speeches by Ernest Boyer, Major Owens and a summary by Frank Newman, president of the Education Commission of the States.
The symposium came to the following consensus (as summarized in Breivik (1987) above: (1) If a library is to contribute to undergraduate education, it must align its goals and objectives with the mission of the institution. (2) Students need to become information literate and active learners in order to become self-directed lifelong learners. (3) Information gathering and evaluation skills must be mastered at the undergraduate level through integration with the curriculum rather than as stand-alone courses. (4) Faculty, administrators and students should learn how to use the new information technologies to extend information and solve problems. Fees should not deter access to this information.

Dennison, John D. and Gallagher, Paul. (1986). Canada's Community Colleges. Vancouver: University of British Columbia Press.

Describes the historical development of community colleges across Canada on a province-by-province basis stressing their diversity, comprehensiveness, open admissions, decentralization, responsiveness to government, community orientation and emphasis on teaching and learning as opposed to research. Provides a critical assessment of governance, management and operational objectives and points to the need to emphasize the general education component as well as a need for ongoing research into college operations.

Galvin, Thomas J. and Lynch, Beverly P. (Eds.). (1982). Priorities for academic libraries. New Directions for Higher Education, 39. San Francisco: Jossey-Bass.

This entire issue is devoted to issues facing academic libraries. Although primarily intended for university administrators, a few articles have some relevance for college libraries. See especially Robert O'Neil's *The University Administrator's View of the University Library*, pp. 5-12 in which the key issues are the role of the library in academic program planning, the faculty library committee, relationships with academic departments, relation-

ships with academic support programs, the larger community and intellectual freedom; William Moffett's *What the Academic Librarian wants from Administrators and Faculty*, pp.13-24, in which an understanding of the library's mission and recognition of librarian as peer are seen as more important than money; and Russell Shank's *New Expectations from Users of Academic Libraries*, in which access to information is seen as being more important than the medium that contains the information.

Gee, E. and Beivik, Patricia Senn. (1988). Libraries and learning. In Breivik, Patricia Senn and Wedgeworth, Robert.(Eds.) Libraries and the Search for Academic Excellence (pp.25-41). New Jersey: Scarecrow.

A review of the condition of education since publication of *A Nation at Risk* in 1983 including the impact of this report on postsecondary education. Documents the lack of reference to the value of libraries in any of the studies produced to date. Specifically refers to the use of the reserve system, lectures and textbooks as the heart of most college teaching and identifies the weaknesses of this type of teaching. Proposes library based learning as an element of educational philosophy in this Information Age.

Gwinn, Nancy E. (1980). Academic libraries and undergraduate education: the CLR experience. In Hardesty, Larry et al. (Comps.) User Instruction in Academic Libraries (pp.276-301). New Jersey: Scarecrow Press.

Gwinn, information and publications officer with the Council on Library Resources discusses funded programs which were designed to promote library instruction programs in academic libraries. She concludes that despite efforts to instituionalize these programs, few continued after the grants ended.

Hiscock, Jane E. (1986, Winter). Does library usage affect academic performance? Australian Academic and Research Libraries, 17, 207 -214.

Based on research done to complete a thesis at the South Australian Institute of Technology. A multivariate approach to the analysis of data is used to look at the relationship between library usage of education students and academic performance. The study did not indicate a strong relationship between usage and academic performance.

Kemp, Barbara E., Nofsinger, Mary M. and Spitzer, Alice M. (1986). Building a bridge: articulation programs for bibliographic instruction. College and Research Libraries, 47,(5), 470-474.

Focusing on the Carnegie Foundation's special report (Boyer, E., 1987), the authors suggest ways in which schools and colleges can cooperate and advocate that similar co-operation be sought between schools and universities.

Kirk, Thomas G. (Ed.). (1984). Increasing the teaching role of academic libraries. New Directions for Teaching and Learning, No.18. San Francisco: Jossey-Bass.

This entire issue is devoted to methods of improving bibliographic instruction in academic institutions. Articles by Cerise Oberman, Evan Farber, Stephen Plum, Hannelore Rader and others emphasize critical thinking, patterns of research, alternatives to term papers and the use of a clearinghouse to disseminate information. Kirk's *Concluding comments* (pp.95-97) is frequently cited. He states that bibliographic instruction contributes to the objectives of liberal education by teaching skills in "asking questions,answering questions, and analyzing information".

Lara, Juan Francisco. (1981). Differences in quality of academic effort between successful and unsuccessful community college transfer students. Paper presented at the Annual Meeting of the American Research Association, Los Angeles, California, April, 1981. (ERIC Document Reproduction Service No. ED201359).

1,343 college transfer students at UCLA were asked to indicate how frequently they engaged in various academic activities in order to identify qualities which led to academic success at UCLA. Results of "persisters" and "nonpersisters" at UCLA were compared. In terms of library experiences, persisters levels of effort in library use were considerably higher than than those of nonpersisters. Persisters also engaged in higher level of cognitive activities while at college. For example, two thirds of the students said that they worked on a paper, project, or assignment where they had to integrate ideas from various parts of the course while at UCLA. Only one-third said they did this while at college.

Lukenbill, W. Brenard. (1983). Learning resources and interactive learning principles. Drexel Library Quarterly, 19, (2), 91-116.

Analyzes the emergence of the learning resources concept and interactive educational principles through practice, development of standards and textbooks in library service for school, college and academic libraries. He concludes that library science has not tested these conceptual frameworks allowing no theoretical foundations which can adequately direct practice and research. He sees library science as a social science which develops theories and assumptions which can be submitted to emperical verification. The assumptions that support the learning resources concept as well as interactive learning principles are evolving but research is uneven.

Neilson, Brian. (1982). Teacher or intermediary: alternative professional models in the information age. College and Research Libraries, 42, (3), 183-191. Also in Mellon, Constance A. (Ed.). (1987), Bibliographic Instruction: second generation. Littleton, Colorado: Libraries Unlimited, Inc., pp. 26-37.

Reviews the historical and sociological development of bibliographic instruction, reference services and the status of librarianship with a view to seeking a "deeper understanding of the path to [librarians'] current dilemmas to help librarians to see new options for the future". Discusses the current controversy over the competition between librarians who favour an intermediary role and those who favour a teaching role. Advocates a redefinition of the role of librarians in terms of a new relationship towards a sharing of knowledge with nonexperts in a human networking model described by some sociologists.

Person, Ruth J. (1985). Organization and administration of two-year college learning resources. Library Trends, 31, (4), 441-457.

Person reviews the development of LRC's within the context of the variables affecting the development of two-year colleges. She discusses the factors which influence the organizational structure of LRC's and cautions that broadening "instructional services" or "learning resources" to include other services such as computer facilities should be approached carefully in order not to undermine the important teaching/learning programs of the library.

Riley, Gresham.(1984). Myths and realities: the academic viewpoint II. In Dodson, Suzanne and Menges, Gary.(Eds.). Academic libraries: myths and realities: proceedings of the Third National Conference of ACRL, Seattle, April 1984. pp.12-16). Chicago: American Library Association. (Also in ERIC Document Reproduction Service No. EJ308758)

The myths and realities of two points of view were presented by a panel - whether or not the college library serves a primary or secondary role in classroom learning and whether or not the library is the "heart of the college". The panel concludes that the library is not the heart of the college but the skills learned in using a library are essential to acquiring an education and for lifelong learning.

Sorenson, Nathalie. (1984). General Education in Canada's Community Colleges and Institutes: report of a national survey. Toronto: Canadian Studies Bureau, Association of Canadian Community Colleges.

Faculty and administrators from a representative sample of colleges across Canada were surveyed on aims, organization, amounts, policies and administration of general education in the curriculum. Several discrepancies were noted between perceived aims and actual practice. From a listing of 21 aims of community college education "desire and ability to learn" was chosen by a wide margin over "career skills" but career skills are the most important aim addressed in college curricula. "Lifelong learning" and "critical thinking" were listed among the six most important aims but are not well addressed in curricula.

Stoffle, Carla J. and Bernero, Cheryl A. (1987). Bibliographic instruction Think Tank I: looking back and the challenge for Think Tank II. In Mellon, Constance A. (Ed.).(1987), Bibliographic Instruction: the second generation. Littleton, Colorado: Libraries Unlimited, Inc., pp.5-23.

Outlines the general purposes of a Think Tank seminar sponsored by ACRL in 1981, consisting of a select group of bibliographic instruction librarians, as being: to identify key issues shaping the future of bibliographic instruction and to recommend a program of research and action. Describes the impact of actions taken since the Think Tank was held, particularly with respect to impacts on higher education, generation of new conceptual frameworks for BI, research and publication. Proposes a challenge to a second generation of information managers to further the cause of general acceptance of the educational role of the library.

School Library Models

Haycock, Ken. (1981). The role of the school librarian as a professional teacher; a position paper. Emergency Librarian, 8, (5), 4-11.

Haycock emphasizes the role of teacher-librarian as a teacher and librarian rather than a school-librarian. Thus the teacher-librarian is an equal partner in teaching with expertise in the learning process and curriculum planning.

Kuhlthau, Carol Collier. (1988). Developing a model of the library search process: cognitive and affective aspects. RQ, 28, (2), 232-242.

This is the first part of a longitudinal study of the research skills of a group of college bound high school seniors. The study uses qualitative methods to devise a six stage research model based on the thoughts, actions, and feelings experienced in the process. Kelly's phases of constucts, Taylor's levels of information need and Belkin's anomalous state of knowledge were used as a basis for formulating this model.

Kuhlthau, Carol Collier. (1987). An emerging theory of library instruction. School Library Media Quarterly, 16, (1), 23-28.

Reviews library skills instruction in schools, notes that instructional programs are moving from a library-source orientation and beyond the simple pathfinding approach to the use of information for thinking and learning. Describes an emerging theoretical base for library instruction combining learning theory and research in information - seeking behavior.

Kulleseid, Eleanor. (1986, Fall). Extending the research base; schema theory, cognitive styles, and types of intelligence: a summary of research and developmental psychology and the implications for practice. School Library Media Quarterly, 15, 41-48.

A summary of research and developmental theory into rational problem solving or "sense-making" actions in terms of the students developmental cognitive level. This is applied to library activities to guide student reading, teach reading comprehension and teach students information-processing skills. Kulleseid concludes that this type of research

suggests the need for a generic teacher who can assist with the planning of instruction, student diagnosis and general interpersonal communication. She believes that these attributes exist in the person of the library media professional. She also advocates a holistic approach to school media programs which will also include left-brained approaches to learning.

Marland, Michael. (1987). Libraries, learning and the whole school. Emergency Librarian. 15, (2), 9-14.

Discusses the learning to learn concept as central to the project method of teaching. Libraries should not emphasize collection development as an exercise in "expensive wallpaper" but should become involved in the learning process through curriculum planning, matching resources to learning projects, teaching of library use skills and involvement in reading and information-seeking skills.

O'Hanlon, Nancyanne. (1987). Library skills, critical thinking, and the teacher training curriculum. College and Research Libraries, 48, (1), 17-26.

Elementary education faculty at teacher training institutions in Ohio were surveyed to explore attitudes towards the teacher's role in research skills instruction. Thr results indicate strong support for teaching library skills to future teachers but also some ambiguity concerning the relationship of critical thinking skills to library research.

Wolff, Mary Anne. (1986). According to whom? Helping students analyze contrasting views of reality. Educational Leadership, 44, (2), 36-41.

The ability to detect bias and distortion is critical for all students. Effective instructional models are available but teachers need time, resources and support in order to implement them.

The Nature of College Learners, Teaching and Learning Styles

Aluri, Rao. (1981). Application of learning theories to library use instruction. Libri, 31, (2), 140-152.

Examines library-use instruction from the perspective of three learning theories: cognitive, conditioning and cybernetic. Each learning perspective views the components of the teaching-learning process differently and has stengths and weaknesses for application to library

use instuction.

Beder, Harold W. and Darkenwald, Gordon G. (1982). Differences between teaching adults and pre-adults; some propositions and findings. Adult Education, 32, (3), 142-155.

173 public school and college teachers were surveyed in teaching methods used with adults and pre-adults. Adults are perceived as more motivated, self directed, pragmatic and task oriented. When teaching adults, teachers appear to emphasize responsive, learner centered behaviour and de-emphasize controlling and structuring.

Holtzclaw, Louis R. (1985). Adult learner's preferred learning styles, choice of courses and subject areas for prior experiential learning credit. Lifelong Learning, 8, (6), 23-27.

The extreme diversity in prior experience of adult learners requires flexible, multi-faceted approaches to teaching. The Kolb Learning Styles Inventory was used to determine adult student perceived preferences for concrete versus abstract learning and active versus reflective learning. Holtzclaw postulates that for learners to be most effective, they need to develop the capacity to learn through all four modes: concrete experience, reflective observation, abstract conceptualization and active experimentation.

Houle, Cyril.(1963). The Inquiring Mind. Madison: University of Wisconsin.

A classic study of the nature of adult learners. Houle interviewed 22 adult learners identified as such by other members of their communities. Case studies were kept to determine what their motivations were. Based on these studies Houle identifies three types of personality orientations: goal oriented (problem solvers), activity oriented (socially oriented) and learning oriented (pursue knowledge for its own sake). Almost all who have pursued learning since childhood mentioned the public library as a stimulating force in their development but only one mentioned his teachers as the most stimulating force.

Howard, Sheila. (1983, June). Library use education for adult university students. Canadian Library Journal, 40, 149-155.

Reviews the increasing trend toward adult and part-time students in universities and describes the characteristics and learning needs of these students. Suggests ways of

improving library services to these students.

Kidd, J.R.(1973). How Adults Learn. Chicago: Follett Publishing Co.

Describes all aspects of adult learners- developmental, physiological, psychological, affective, intellectual as well as theories of larning as applied to adults, fields of practice for learning and environmental factors. Refers to library use and the use of resources for learning frequently throughout the text.

Knowles, Malcolm S. (1975). Future role of libraries in education. Southeastern Librarian, 24, (4), 43-47.

Speaking at a conference of librarians, Knowles discusses non traditional study programs including continuing education in colleges and proposes three new approaches to facilitate this type of learning: a re-definition of the role of student and teacher with re-training of teachers to conceptualize the needs of the adult student, use of individual learning contracts with adult learners, and a multiplicity of multi-media resources and delivery vehicles to facilitate learning. As learning becomes de-institutionalized as lifelong learning takes place as part of living, we will gradually see the dissolution of traditional education for adults and coming in their place, learning resource centers with Educational Strategy Resource Specialists to help them. He says that the closest examples we have now are the media specialists and reference librarians within the colleges.

Means, Robert P. (1980). Comprehensive statewide needs assessment of community college library personnel. New Directions for Continuing Education, No.7, 25-35.

Although this study provides an example of this type of needs assessment, it is perhaps more notable in the context of the needs which were highlighted. The majority of community college professionals expressed a need for an improved understanding of the adult learner clientele, program development skills in designing learning experiences for adult learners in addition to other traditional library organization skills.

Roueche, John E. (1980). Holistic Literacy in College Teaching. New York: Media Systems Corporation.

Roueche is a popular author in college personnel services. In this short book, he emphasizes the individualized approach to instruction as it relates to every aspect of a person's life. He emphasizes the affective side of learning in addition

to cognitive skills for both adults and pre-adults. He states that " holistic curriculum design should include student's ability to learn how to learn, to think critically, to be creative, to be hopeful, to cope, and to function proficiently in a rapidly changing world".

Sheridan, Jean. (1986). Andragogy: a new concept for librarians. Research Strategies, 4, (4), 156-167.

Sheridan reviews the literature on andragogy and from a search of library literature from 1972, concludes that library research has little to offer the academic librarian on how to help the adult learner. She provides some suggestions for change through inferences from the literature on the psychological needs of adult learners and their learning styles.She specifically urges the application of collaborative/andragogical principles in the provision of bibliographic instruction and reference work.

Psychological Needs of College Learners

Belkin, N.J. (1980). Anomalous state of knowledge as a basis for information retrieval. Canadian Journal of Information Science, 5, 133-143.

The "ASK" hypothesis is that an information need arises from a recognized anomaly in the users' state of knowledge concerning some topic or situation and that in general, the user is unable to specify precisely what is needed to resolve that anomaly.

Brown, Helen W. (1985). Lateral thinking and andragogy: improving problem solving in adulthood. Lifelong Learning, 8, (7), 22-27.

Andragogy as a form of learning is oriented toward problem solving. Recent developmental research and theory suggests that adults may not function equally well at each stage. Brown reviews these theories with applications to vertical and lateral thinking and proposes strategies for encoraging lateral thinking in adults.

Carr, David. (1980). The agent and the learner: interactions in assisted adult learning. Public Library Quarterly, 2,(2),3-19.

Carr examines the relationships between librarians and adult independent learners using critical incident techniques with 39 learners' advisors. Eight critical themes were found: individuation, mutuality, support, information, expectation, motivation, learning from practice and clarification. These themes are dynamic, interpenetrative and mutually supportive. He concludes that the agent and the learner create complex encounters in which the information given is less important than the quality of the giving.

Carr, David. (1983, Winter). Learning and library helping. Library Trends, 31, 569-583.

Describes helping in terms of instrumental participation, with feeling, in the evolving life of another human being. He suggests that librarians need helping skills, communication skills and an understanding of the continuities in the adult inquiry process. The result is a convergence of the library, helper and learner.

Dunn, Kathleen K. (1986). Psychological needs and source linkages in undergraduate information-seeking behavior. Paper presented at the Fourth National Conference of the ACRL, Baltimore, April,1986. College and Research Libraries, 47, (5), 475-481.

Dunn explores the motivations of students in seeking information in an academic environment by interviewing and surveying 625 undergraduates on the Campus of Loma Linda University outside of the library. She used Maehr's concept of "continuing motivation". The study identifies categories of sources used to satisfy needs. Friends, family, teachers, experts, libraries are factors used in the source-need identification. Teachers are identified as the first source for intellectual and knowlege acquisition. The library ranked second.

Fine, Sara. (1984). Research and the psychology of information use. Library Trends, 32, (4), 441-460.

The bulk of behavioral studies in librarianship focus on organizational behavior, communication patterns of librarians, professional attitudes and behaviour of librarians. Fine identifies a need for more behavioral research on users to help us understand how people interact with information and with libraries. She states "just as educators need to understand how people learn and grow in order to create the learning environment for growth to take place, so do librarians need to understand process by which people come to experience their need for information - how they acquire it,

unconsciously
process it, consciously manipulate it, and then make use of it - before they can create a psychologically relevant information endeavor".

Ford, Nigel. (1979). Cognitive psychology and library learning. Journal of Librarianship, 11, (1), 25-38.

Ford reviews recent research into psychology which has relevance for library organization. He calls for a conceptual model uniting libraries and learning. He proposes some possible approaches with implications for research in librarianship.

Ford, Nigel. (1986). Psychological determinants of information needs: a small scale study of higher education students. Journal of Librarianship, 18, (1), 47-62.

A model of critical thinking in seeking information is presented based on a study 34 higher education students in Sheffield. Behind ostensibly similar library activities (catalogue use, reference), are very different mental processes.

Huston, Mary. (1983). Rethinking our approach for research instruction. Research Strategies, 1, (4), 185-186.

Huston advocates the empowerment of library users enabling them to operate from the domain of their own experience. Librarians should remove themselves from the position of expert in their encounter with users and take the role of sociologist of information - acting as a nexus between the user and information.

Kosa, G.A. (1982,June). The psychological barrier between college students and the librarian. Australian Academic and Research Libraries, 13, 107-112.

A study at Burwood State College showed that a large proportion of students hesitate to ask a reference librarian for help, preferring to turn to their friends first. He also refers to a few other earlier studies which show the same results and advocates that librarians seek ways of reducing this psychological barrier.

Lucas, Linda. (1986). Educating librarians to provide user education to disabled students. In Clark, Alice S. and Jones, Kay F. (Eds.). Teaching Librarians to Teach (pp.97 - 114). New Jersey: Scarecrow Press.

Discusses the needs of disabled students, and the problems which disabled students face when using libraries. Suggests ways in which librarians can help with the provision of services and teaching of library skills. Lists sources which can be consulted by librarians to help them to understand the learning needs of disabled students.

Mellon, Constance A. Library anxiety: a grounded theory and its development. College and Research Libraries, 47, (2), 160-165.

A qualitative study of 6,000 students over a two-year period explored the feelings of students about using the library for research. 75% to 85% described their initial response to library research as one of fear. Three concepts emerged: students feel their own skills are inadequate while those of other students are adequate, this inadequacy is shameful, inadequacy will be revealed by asking questions.

Mellon, Constance A. and Sass, Edmund. (1981, May). Perry and Piaget: theoretical framework for effective college course development. Educational Technology, 21, 29-33.

The authors discuss the relationship between Perry's Theory of Intellectual and Ethical Development and Piaget's Theory of Cognitive Development at the college level with application to instructional design. This analysis of the reasoning patterns of college students has special significance for information-seeking behaviours of college students as well.

Rosenfeld, Barbara and Moore, Eve D. (1989, Spring). Interfacing learning style and learner control. Ohio Media Spectrum,41, 44-49.

The authors are pursuing doctoral studies in educational technology. This paper discusses Gregoric's model for assessing learning styles and how it can be used to design more effective instruction in terms of instructional strategy.

Taylor, R.S. (1968). Question -negotiation and information-seeking in libraries. College and Research Libraries, 29, (3), 178-194.

A frequently cited study which uses a psychological approach in terms of four levels of information need: visceral (actual but unexpressed), conscious (ill defined and ambiguous), formal (doubt expressed in concrete terms), compromised

(translated into what resources can deliver).

Library Literacy and Information-seeking skills

Cleaver, Betty P. (1987). Thinking about information: skills for lifelong learning. School Library Media Quarterly, 16, (1), 29-31.

Discusses the importance of information-seeking skills as a goal for lifelong learning. Refers to some studies which propose a sense-making model. Encourages the development of critical thinking skills across the curriculum using all forms of media and discusses the value and ethics of information. Advocates cooperation between media specialists and teachers as well as between schools and public libraries.

Euster, Joanne R. (1987). Technology and instruction. In Mellon, Constance A. (Ed.). Bibliographic Instruction: the second generation. Littleton, Colorado: Libraries Unlimited, Inc., pp. 53-59.

Reviews the effect of emerging technologies on the nature of users and the new public consciousness of information as a consumer good. Discusses the new role of the instruction librarian in empowering the information literate student and advocates a paradigm shift in the function of librarian as teacher of information-seeking skills as a survival skill.

Fink, Deborah. (1984). Concepts for bibliographic instruction in this time of transition. Paper. In Energies in transition: proceedings of the fourth national conference of the ACRL, Baltimore, Maryland, April 1984 (pp. 49-51). Chicago: Association of College and Research Libraries.

The transition of a society to an information based economy offers librarians an opportunity to expand our conception of the research process. Fink introduces a paradigm for the flow of information from communication to dissemination, acquisition and access with strategies for integrating access to traditional and electronic information.

Jarvis, Peter. (1985). Thinking critically in an information society; a sociological analysis. Lifelong Learning, 8, (6), 11-14.

Jarvis defines knowledge as organized information which is

external to the "knower". The substance of the information communicated through technological media must be interpreted. Adults must be helped to interpret critically the information to which they are exposed and the role of the educator is to reconsider traditional learning in terms of the needs of modern society - from conveyor of information to a process of critical evaluation of information received.

Kobelski, Pamela and Reichel, Mary. (1981). Conceptual frameworks for bibliographic instruction. Journal of Academic Librarianship, 7, (2), 73-77.

Describes seven conceptual frameworks for teaching bibliographic information-seeking based on principles drawn from the literature of librarianship and the application of cognitive learning theory.

Kuhlthau, Carol C. (1988). Perceptions of the information search process in libraries; a study of changes from high school through college. Information Processing and Management, 24, (4), 419-427.

This is the second phase of a longitudinal study of college bound seniors while at college. The study covers the cognitive model proposed in the first phase and tests it with college students. Her model is confirmed. Some significant differences between college and high school perceptions were found in the area of nature of research assignments, focus formulation and procedures for gathering information. Some specific applications for college librarians are proposed in the area of information mediatian, user education and design of information retrieval systems.

Kuhlthau, Carol C. (1987). Information skills for an information society; a review of research. (ERIC Document Reproduction Service No. ED297740).

Reviews research literature and discusses functional/ information literacy in an age of computers and information explosion together with means by which students can become competent information users in the future and be able to lead productive, meaningful lives. She summarizes information technologies useful in schools and reviews literature showing how media specialists, administrators, and teachers can work together to meet this challenge.

Lindgren, Jon. (1981). Toward media literacy. RQ, 20, (3), 233-235.

Defines literacy functions in terms of two levels; basic skills in reading and writing combined with ability to perform logical, abtruse thinking. Dilemma is to link

these two skills since it is possible to be a successful student without being library literate.

Lynch, Mary Jo. (1982). Information. In Schlacter, Gail. (Ed.). (1992). The Service Imperative for Libraries (pp.21-24). Littleton, Colorado: Libraries, Unlimited, Inc.

Lynch reviews the trends from reference to information service to 1979 with predictions of future trends for the 1980's.

Reed, J.G. (1974). Information seeking behavior of college students using the library to do research: a pilot study. Maryland: Towson State College.(ERIC Document Reproduction Service No. ED100306).

Fifty five undergraduates were surveyed at Bucknell University's Bertrand Library. 39 usable responses were evaluated and rated using six rating scales concerning the statement of topic and conduct of search.Study showed that students were poorly skilled in translating topics compatible with library systems, failed to consult appropriate, key bibliographic sources and that a logical search approach was absent.

Smalley, Topsy N. (1977). Bibliographic instruction in academic libraries; some assumptions. Journal of Academic Librarianship, 3, (5), 280-283.

Advocates the importance of teaching a conceptual framework for development of researching skills with reference to the learning process. Stresses the need for evaluating some of the current methodologies proposed in the literature.

Tough, Allen. (1971). The Adult's Learning Projects. (Research in education series no.1). Toronto: Ontario Institute for the Study of Education.

Tough has compiled many studies on the informal learning of adults and is often cited for his research into this area. This book focuses on the nature of informal learning projects undertaken by adults outside of institutions. The average number of hours spent on such projects is 700 to 800 hours per year with some reaching a maximum of 2500 hours. Tough advocates the use of libraries of all types as logical centers for help with self-directed projects providing libraries "improve the variety and quality of their human and non-human help" (pp.113-117).

Critical Thinking and Bibliographic Instruction

Bodi, Sonia. (1988). Critical thinking and bibliographic instruction: the relationship. Journal of Academic Librarianship, 14, (3), 150-153.

Reviews research to date on bibliographic instruction, discusses the need to help students develop critical thinking skills, reviews definitions of critical thinking, and argues that bibliographic instruction is an important teaching strategy to develop these skills.

George, Diana. (1984, September). "Creating context": using the research paper to teach critical thinking. English Journal, 27-34.

For many years high schools and colleges have fostered the research paper which often becomes badly done in terms of bibliography, plagiarism, and meaninglessness. George shows how to improve the exercise by placing an emphasis on scholarship, rhetorical relationships, critical thinking, and coherent communication.

Heiman, Marcia and Slomianko, Joshua. (1986). Critical Thinking Skills. Washington: National Education Association.

A slim manual which helps teachers plan exercises to improve critical thinking. Useful sections included are: Helping students improve problem solving, divergent thinking, learning styles, some exercises for improving thinking skills, imaginative writing, scientific model, decision-making. A 44 item bibliography is appended.

Horner, Jan. (1983, July/August). Instruction at the turning point. Feliciter, 29, 13.

Report on a CACUL Library Instruction Interest Group Meeting in Winnipeg, June 1983 when Cerise Oberman presented a "radical" paper suggesting that the concerns of instruction has moved from tool-based methods to thought about how students learn.

Jakobovits, Leon A. and Nahl-Jakobovits, Diane. (1987). Learning the library: a taxonomy of skills and errors. College and Research Libraries, 48, (3), 203-214.

Uses a theoretical sheme to classify user behavior into three domains of library activity: affective, cognitive, and psychomotor - into three levels of learning: orient-ation, interaction and internalization. Examples are given

of library skills and errors in all three areas with applications for librarians in the areas of library orientation and instruction, testing and diagnosis, reference, signs and guides.

Kirkendall, Carolyn A. and Stoffle, Carla J. (1982). Instruction. In Schlacter, Gail. (Ed.) (1982). The Service Imperative for Libraries (pp.42-93). Littleton, Colorado: Libraries Unlimited, Inc.

A comprehensive, historical review of instruction in all types of libraries from 1880-1979.

Kohl, David F. and Wilson, Lizabeth A. (1986). Effectiveness of course-integrated bibliographic instruction in improving coursework. RQ, 26, (2), 206-211.

Bibliographies from four sets of term papers were examined and rated by both a librarian and writing instructor. Students receiving bibliographic instruction that provided them with cognitive strategies for using library resources, did a statistically significant better job of using library resources than did those students whose instruction was based on more traditional approach. The results also showed a high correlation between instructor and librarian grading but no correlation to the effect of bibliographic instruction on the final course grades.

MacGregor, John and McInnis, Raymond G. (1977). Integrating classroom instruction and library research; cognitive functions of bibliographic network structures. Journal of Higher education, 48, (1), 17-38.

Presents an epistemological analysis of bibliographic literature networks as a useful aid in both teaching and research. It presents a structural-functional treatment of library reference materials and seeks to integrate classroom instruction and library research. Although research oriented, there are many implications for college teaching.

Meyers, Chet. (1986). Teaching Students to Think Critically: a guide for faculty in all disciplines. San Francisco: Jossey-Bass.

Written for the college teacher, this book examines the process of critical thinking, provides practical examples for stimulating abstract thought, fostering student interest structuring classes to promote critical thinking, and

designing effective written assignments and recommends that critical thinking become a part of every course. The role of the librarian is not discussed.

Oberman, Cerise and Linton, Rebecca A. (1982). Guided design: teaching library research or problem solving. In Oberman, Cerise and Stauch, Katina. (Eds.). Theories of Bibliographic Education (pp.111-134). New York: Bowker.

Uses the Guided Design model (developed by Wales and Stager in the late 1960's to help engineering students solve open-ended problems) to teach library research. Uses several practical examples to illustrate its use.

Oberman-Soroka, Cerise. (1980). Petals around a rose: abstract reasoning and bibliographic instruction. Paper presented at the American Library Association Conference, Association of College and Research Libraries, New york, July 1980. Chicago: Association of College and Research Libraries. (ERIC Document Reproduction Service No. ED229013).

Describes a model of bibliographic instruction re-organized around three basic components: analysis, linkage, and evaluation. "Petals around a rose" refers to a game used in problem solving. The process described here is part of a component of University of Nebraska's ADAPT pilot program which is widely cited - including one chapter of of Meyers (1986) above. Oberman-Soroka also participated in the FAR program (Freshman abstract reasoning) which used five disciplines in a joint library research exercise. (see also Oberman's Pattern for research in *New Directions for Teaching and Learning,(18), 1984, pp.35-43*).

Peterson, Lorna. (1986). Teaching academic integrity: a cognitive development model based on Kohlberg's theory of moral development. (ERIC Document Reproduction Service No. ED270052).

Uses an instructional model to develop academic integrity: doing one's own work, understanding the nature of co-authorship, understanding and adherence of citation practices and plagiarism.

Peterson, Lorna (1988). Teaching academic integrity : opportunities in bibliographic instruction. Reasearch Strategies, 6, (1), 168-768.

Twenty two undergraduates and three bibliographic instruction librarians were surveyed on the topic of misrepresentation. The results indicate a need for librarians to instruct students in the principles of scholarship and proper

documentation.

Shea, Janice. (1980, Sept/Oct). Catering to curiosity. Queen's Alumni Review, 54, 4-6.

Argues for the need for formal instruction in bibliography and search strategy and describes a revamped program at Queen's University designed to assist all students to become independent users.

Siegel, Harvey. (1980). Critical thinking as an educational ideal. Educational Forum, 45, (1), 7-23.

Discusses critical thinking as an educational goal in philosophical terms and posits ramifications for accepting it as an ideal. Provides suggestions on how to implement it.

Steffen, Susan Swords. (1988,December). Designing bibliographic instruction programs for adult students: the Schaffner library experience. Illinois Libraries, 70,644-649.

Describes a course related bibliographic instruction program designed to meet the needs of adult students. This is the only article which I have been able to locate on the topic of bibliographic instruction for adults.

Tomlinson-Kesey, Carol and Eisert, Debra C. (1978, March). Can doing promote thinking in the college classroom? Journal of College Student Personnel, 19, 99-105.

Describes the ADAPT program for freshmen which emphasizes building an experiential base in introductory courses before moving to abstract formulations. The goal is to develop thinking processes that are integrated with experiences. Students in the ADAPT program outperfomed two comparison groups on a variety of thinking tasks. Although the library is not specifically mentioned in this article, the library was actively involved in this program. (see Oberman, 1980 above)

Tuckett, Harold W. and Stoffle, Carla J. (1984). Learning theory and the self reliant library user. RQ, 24, (1), 59-66.

Reviews the various historical models used for offering bibliographic instruction and suggests that a new model is now emerging which incorporates cognitive learning theory into teaching methodology as well as course content

and is concerned with explicitly, as well as implicity, teaching problem solving skills.

Building Library-Faculty Relationships

Biggs, Mary. (1981). Sources of tension and conflict between librarians and faculty. Journal of Higher Education, 52, (2), 182-201.

A comprehensive review of educational and library science literature exploring the differences between librarians and faculty in terms of historical roles, faculty involvement in library policy-making and procedures, differences in personality and professional roles. Biggs stresses liaison, upgrading of library science programs and concludes that librarians are more highly valued by faculty than they value themselves.

Budd, John. (1982). Librarians are teachers. Library Journal, 107, (18), 1944-1946.

Budd makes a case for equating librarianship roles with teaching in the areas of reference, collection development, and technical services, with specific reference to the cataloguers use of knowledge, service at the reference desk, and a second masters in subject content.

Carlson, David and Miller, Ruth H. (1984). Librarians and teaching faculty: partners in bibliographic instruction. College and Research Libraries, 45, (6), 483-491.

The integrated model of bibliographic instruction appears to be the preferred method of instruction despite high costs in time and personnel. Even more crucial are the critical dependence on teaching faculty, the difficulty of achieving an even consistent program across courses and the problem of transfer ence of knowledge. The major element in the success of these programs is the relationship between faculty and librarians.

Commerton, B. Anne. (1986). Building faculty/library relationships: forging the bond. The Bookmark (Albany, N.Y.), 45, (1), 17-20.

Discusses the key elements in forging these bonds: active departmental liason, public relations, instruction/ orientation as part of courses, involvement in campus activities, an active Friends of the Library group.

Farber, Evan Ira. 1974). College librarians and the university-library syndrome. In E.I. Farber and R. Walling (Eds.) The Academic Library: essays in honor of Guy Lyle (pp.12-23). New Jersey: Scarecrow Press.

College libraries are not well supported because college faculty and administrators think of libraries in terms of university libraries. Faculty have been trained as scholar-researchers and do not view the college library as having any other function. Deans and Presidents who have come through faculty ranks are prone to the same attitudes. Librarians and library schools are also impressed by the academic library syndrome and ignore the teaching function of college libraries and their capacity for innovation.

Fleury, Bruce E. (1984). Lectures, textbooks and the college librarian. Improving College and University Teaching, 32, (2), 103-106.

If librarians want to be given faculty status, they must become involved in the instructional process. They must be actively involved in informing faculty of the ineffectiveness of the lecture-textbook method.

Gwinn, Nancy. (1978). The faculty library connection. Change, 10, (8), 19-21.

Gives numerous examples of faculty library cooperation in curriculum design, project planning, integrating library instruction into courses, team teaching, workshops for faculty, joint faculty-librarian direction of independent study.

Hardesty, Larry L. (1984). The influence of selected variables on the attitudes of classroom instructors toward the undergraduate educational role of the academic library.In Dodson, Suzanne and Menges, Gary. (Eds.). Academic libraries: myths and realities: proceedings of the Third National Conference of the ACRL, Seattle, April, 1984 (pp.365-373). Chicago: American Library Association.

An examination of faculty attitudes at three universities using an attitude scale with acceptable validity and reliability. The results suggest that the "norms" or the "educational atmosphere" of a school are highly important in shaping or determining the attitudes of classroom instruction toward the undergraduate educational role of the academic library. (Earlham College, Purdue Univ. and Univ. of Evansville were surveyed).

Hardesty, Larry L. (1986). The role of the classroom faculty in bibliographic instruction. In Clark, Alice S. and

Jones, Kay F. (Eds.). Teaching Librarians to Teach (pp. 155-187). New Jersey: Scarecrow Press.

A comprehensive review of the literature on the role of the faculty in encouraging library use using both library and educational sources. Discusses conditions for successful educational innovation. Describes the use of a library educational attitude scale (which he he appends) to assess attitudes of classroom faculty. Concludes that bibliographic library instuction is not firmly entrenched in higher education, the absence of a plan for integrating bibliographic instruction with classroom learning is not likely to encourage a change in educational innovation; and that academic librarians should actively seek to better understand faculty attitudes before seeking to implement new programs.

Kenney, Donald J. (1983). Publishing BI articles in discipline journals: Humanities. Research Strategies, 1, (2), 64-76.

Kenney, Donald J. (1984). Publishing BI articles in discipline journals: Social Sciences. Research Strategies, 2, (3), 128-135.

These two articles review the coverage, audience, guidelines for submission of academic journals in the humanities and the social sciences for the purpose of encouraging librarians to publish library related articles in these journals.

Lanning, John A. (1987). The library-faculty partnership in curriculum development. Paper presented at the ACRL President's Program, San Francisco, June 29, 1987. College and Research Libraries News, No.1, 7-8.

A chemistry instructor speaks about the reasons for poor faculty-librarian relationships: faculty consider only the service role of the library, faculty do not understand the multitude of responsibilities carried out by librarians, faculty dwell on the frustrations of inadequate books or journal collections. He offers several suggestions to improve relationships with information literacy as the key to involvement in curriculum planning.

Pearson, Lennart. (1980). Curriculum integrated library instruction. Liberal Education, 66, (4), 402 -409.

Course integrated library instruction is seen as

coming into its own but faculty support is needed for integrated instruction.

Peele, David. (1984). Librarians as teachers: some reality, mostly myth. Journal of Academic Librarianship, 10, (5), 267-271.

The relationship between reference work and teaching is discussed with reasons for considering technical services librarians as teachers. Peele concludes that classroom faculty are originating forces. Librarians are responding forces.

Pinzelik, Barbara P. (1984). Conflicting perceptions of the academic library. In Dodson, Suzanne and Menges, Gary. (Eds.). Academic libraries; myths and realities; proceedings of the Third National Conference of the ACRL, Seattle, April, 1984 (pp.333-337). Chicago, American Library Association.

Communication between faculty, students and librarians is difficult beecause of different perceptions of role and function of libraries. Faculty view library in terms of collections, students by facilities, and librarians by service goals. Recommends that librarians devote more time and energy to changing the library to fit user perceptions.

Stoan, Stephen K. (1984). Research and library skills; an analysis and interpretation. College and Research Libraries, 45, (2), 99-108.

Stoan examines the source of misunderstandings between librarians and teaching faculty over the concepts of research and concludes that library skills and research skills are essentially different skills. He reviews research into student use of libraries showing that nearly all student use is course-related and advocates course-related bibliographic instruction dependent upon personal relationships between faculty and librarians.

Whitlach, Jo Bell. (1983). Library use patterns among full and part-time faculty and students. College and Research Libraries, 44, (2), 141-152.

Trends in higher education towards increasing numbers of part-time students and majors in professional fields are associated with low library use. Research at San Jose Univ., California indicates that declining library use may be a future trend.This will erode administrative support for libraries. Libraries must become more effective in meeting the information needs of the nontraditional student. Recommends a vigorous and aggressive BI program to influence

faculty attitudes towards library use. However, the cost to the part-time student and part-time faculty member in obtaining information also needs to be examined. The larger the library, the greater cost in terms of time.